Training Leader's Guide

More Than a Gut Feeling III

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More Than a Gut Feeling III

Training Leader's Guide

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About Paul C. Green, Ph.D.

Paul Green is an industrial organizational psychologist with over 25 years of experience in training and consulting. During the early stages of his career he consulted with a broad array of organizations, ranging from small entrepreneurial companies to very large international organizations. He is currently a professional speaker and author based in Memphis, Tennessee.

Dr. Green's primary area of professional practice is in the assessment of job candidates, using both tests and interviews. He has conducted approximately 5,000 selection interviews on candidates for a broad range of positions. In addition, he has been active in presenting papers at professional meetings and sharing his research in scholarly publications.

Based on his experience in assessment he developed the Behavioral Interviewing® Seminar, which has been attended by several hundred thousand managers worldwide. In addition, his interviewing techniques were adapted into a video production—***More Than A Gut Feeling***—that was recognized by ***Fortune Magazine*** as being one of the all time best selling training films in any category. His book for candidates, *Get Hired*, is the authoritative resource for candidates preparing for today's interviews.

Building Robust Competencies (published by Jossey Bass) is an extension of Dr. Green's broad experience in developing competencies for use in selection interviews, performance appraisal, coaching, and training. The book was written for executives, managers and trainers in response to the many inquiries about competency development and its application to human resource systems. It was designed to be a clear, and sometimes entertaining, explanation of how to use competencies to link interviews, appraisals, coaching, training, and compensation to the broad purpose of an organization.

More Than a Gut Feeling III

Preparation Materials

Icon Key

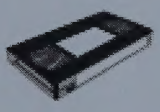
Ask and Discuss

Book

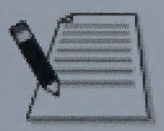
Flipchart

Overhead

Read or Paraphrase



Video



Worksheet

Introduction

In any organization, hiring the right people for the right job is a challenge. Successfully meeting that challenge helps organizations keep turnover down and productivity high.

This video training program, ***More Than a Gut Feeling III,*** is designed to educate interviewers on how to make the right hiring decisions by using Dr. Paul Green's behavior-based interviewing program. This interviewing strategy is behavioral because of its emphasis on gaining specific examples of what a person has done in order to help predict what that person will do. It is based on the premise that behavior predicts. People tend to perform in the future in the way that they performed in the past.

Although this is a commonsense approach to interviewing, it is not necessarily easy to do. In order to use this technique well, an interviewer must go beyond first impressions, stereotypes, and personal theories about people. Then, you will be able to apply the behavioral approach and make your assessments by using "more than a gut feeling."

Upon completion of the video training program, participants will be able to do the following:

- **Plan a logical, structured interview that includes preplanned interview questions.**
- **Recognize the importance of developing an interview plan based on thorough knowledge of the job.**
- **Understand that a behavioral example is a specific life-history event that can be used to determine the presence or absence of a skill.**
- **Use the interviewing techniques that allow for interviewer control.**
- **Explain why it is important to make selection decisions based on facts and information, not on a gut feeling.**
- **Explain why the concept of "the best predictor of future behavior is past behavior" is so important in the behavioral-based interview process.**
- **Recognize why some questions cannot be legally asked in the interview process.**

Training Session Checklist

Use this checklist to help you gather all necessary materials for the training session.

Meeting Preparation

- ❑ Determine your training objectives.
- ❑ Measure the current status of your participants using the Pretraining Survey.
- ❑ Choose different ways to train to ensure transfer of information.

Location

- ❑ Create a relaxed environment.
- ❑ Make sure all seats have a good view of the visuals.
- ❑ Make sure there is enough light to take notes when participants view the video.
- ❑ Provide an adequate writing surface for participants.
- ❑ Check for good acoustics.
- ❑ Verify that your room is accessible and equipped for participants with disabilities.

Video Equipment

- ❑ Make sure the VCR is properly connected to the monitor.
- ❑ Test the VCR, and check monitor for proper picture, color, and volume.
- ❑ Make sure the tape is rewound and ready to play before beginning your session.
- ❑ Check all other equipment for proper operation.

Materials

- ❑ *Training Leader's Guide*
- ❑ Videotape ***More Than a Gut Feeling III***
- ❑ American Media How-To Book—***Interviewing: More Than a Gut Feeling***
- ❑ Overheads
- ❑ Paper and Pencil
- ❑ Additional Equipment

Tips for Transferred Learning

Keep in mind the following tips when conducting any adult training. You may wish to review these tips and incorporate them into your session planning.

1. Adults learn when they feel they need to learn.

   Discuss ways your training will help participants improve job performance by learning how to motivate employees.

2. Adults learn through practical application.

   Use the exercises found in this Training Leader's Guide or create your own to give participants an opportunity to practice skills they can take back to their jobs. Also, provide reinforcement tools for your participants to take back to their jobs for continued and reinforced learning.

3. Adults learn by solving realistic problems.

   Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

4. Adults learn in an informal environment.

   Design your training room to be as informal as possible. Avoid classroom-style seating. If appropriate, encourage training participants to wear casual clothing. Encourage discussion and interaction to make participants feel more comfortable.

5. Adults learn by different training methods.

   Vary your training methods. Combine discussions, role-plays, case studies, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

6. Trainers learn through follow-up methods.

   Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants' managers; follow-up surveys or training sessions; three-, six-, and nine-month skill-testing sessions, etc., can help you evaluate the information being used on the job site.

Possible Session Agendas

Two session agendas have been provided to help guide you through your ***More Than a Gut Feeling III*** session. You will modify these agendas to meet the needs of your participants. A blank agenda sheet is also provided on page 10 if you wish to create your own agenda.

2-Hour Session

Activity	Time	Page
Introducing the Session to Participants	10 minutes	14
The High Cost of Turnover Discussion	10 minutes	16
Show and Review Video	40 minutes	18
Break	**10 minutes**	
Gaining Behavioral Examples	25 minutes	19
Exercise from the Book ***Interviewing: More Than a Gut Feeling***	20 minutes	20
Role-Play Scenarios	30-35 minutes	28
Session Debrief	10 minutes	29

4-Hour Session

Activity	Time	Page
Introducing the Session to Participants	10 minutes	14
The High Cost of Turnover Discussion	10 minutes	16
Who Wins When You Choose the Right Person? Exercise	15 minutes	17
Show and Review Video	40 minutes	18
Break	**10 minutes**	
Gaining Behavioral Examples Discussion	10 minutes	19
Exercise from the Book ***Interviewing: More Than a Gut Feeling***	15 minutes	20
Open-Ended v. Closed-Ended Questions Exercise	10 minutes	21
Preparing for the Interview: Designing Questions	15 minutes	22
Interviewing and the Law Discussion	15 minutes	23
Is It Legal to Ask . . .? Exercise	10 minutes	27
Break	**10 minutes**	
Role-Play Scenarios	30-35 minutes	28
Session Debrief	10 minutes	29

Trainer's Personalized Session Agenda

You may wish to plan a session that is different from the agendas provided on page 9. Below is a blank agenda to assist you in outlining your session.

Activity	Time	Page
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Trainer's Instructions for the Pretraining Survey

1. Complete the Invitation Memo to Participants and enclose a copy of the Pretraining Survey (included with the Participant Materials) for each of the participants. Ask them to complete this survey and return it to you at least five days before the training session.

2. Use the Pretraining Survey to evaluate the needs of your participants. This survey will allow you to design the training session to emphasize areas or topics of importance.

3. A Posttraining Survey is also provided for use at the end of the training session, to determine if your training goals have been met, or if further education and training are necessary.

Pretraining Survey Answers

1. What are three things you look for when reviewing resumes?
   Possible Answers:
   - **Overall structure and appearance**
   - **Gaps in employment history**
   - **Career progression**
   - **Experience relating to open position**
   - **Related volunteer/civic involvement**
   - **Accomplishments/results**
   - **Education**

2. Why are job descriptions important?

   Job descriptions detail the essential functions of the job on which interview questions must be based.

3. What can you do at the beginning of your interview to put your candidate at ease?

   Usually the most successful technique is to enter into a general conversation about the weather or something about the candidate. People feel comfortable talking about things they're familiar with, and are probably most comfortable talking about themselves.

4. (T or F) If candidates get off the subject, you should allow them to continue because they could tell you something you may not have been able to solicit using your preplanned questions.

   False. It is important for the interviewer to keep control of the interview. Unnecessary talk not relating to the job is a waste of time.

5. Should you take notes in the interview?

   Yes. It is very important for you to take notes in the interview. We are all human and therefore cannot be sure that we'll remember everything, You can put your candidate at ease by explaining that you will be taking notes to review later in the selection process.

6. Is it legal to ask a job candidate where he or she was born if you detect an accent?

   No. It may be viewed as discrimination if you ask someone where he or she was born. You may ask candidates if they are legally employable in the United States.

7. What is the best predictor of future behavior?

   Studies have shown that the best predictor of future behavior is past behavior. There are always exceptions to any rule, but if done correctly, information obtained about past behavior will help you determine if a candidate has exhibited the skills needed for the job.

8. True or False. If an applicant cannot answer a question immediately, you should break the awkward silence by asking another question.

   False. Silence must be permitted in the interview. When the interviewee is silent, it usually means she or he is "replaying" a memory of a past event. Once he or she has completed the thought, the candidate will be ready to communicate it to you.

9. Define contrary evidence as it relates to interviewing.

   Interviewers look for contrary evidence when they seek information contrary to their initial findings to determine whether their initial findings were correct.

10. Should you use open-ended or close-ended questions in the interview?

    Although at times you will need to use both open-ended and closed-ended questions, it is better to rely on open-ended questions for gaining behavioral examples.

More Than a Gut Feeling III

Training Materials

Trainer's Instructions:

Introducing the Session to Participants

Time Required:	10 minutes
Materials Needed:	Overheads 1 and 2
Objective:	To emphasize the importance of the topic and introduce participants to each other in order to set the stage for the training session.

1. Start the session by introducing yourself and paraphrasing the following point:
   Managers have a very important job in today's business environment. Interviewing and selecting the right personnel is one of the most critical things you must do to reach organizational goals. The hiring decisions made today will influence your organization for years. Because of this, organizations cannot afford to base hiring decisions on gut feelings. Managers need a system to help ensure they make the right hiring decisions and rely on "more than a gut feeling."

2. Describe the agenda for the training session and outline any training goals on the overhead.

3. Display Overheads 1 and 2. You may wish to revise these objectives based on your session design. Read or paraphrase the following to the group:
   Upon completion of this video-training program, you will be able to:
   - **Plan a logical, structured interview including preplanned interview questions.**
   - **Recognize the importance of developing an interview plan based on thorough knowledge of the job.**
   - **Understand that a behavioral example is a specific life-history event that can be used to determine the presence or absence of a skill.**
   - **Use interviewing techniques that allow for interviewer control such as:**
     a. **Asking open-ended questions.**
     b. **Taking notes.**
     c. **Seeking contrary evidence.**
     d. **Using rapport-building questions.**
     e. **Allowing silence.**
     f. **Controlling the interview.**
   - **Explain why it is important to make selection decision on facts and information, not on a gut feeling.**
   - **Explain why the concept of "the best predictor of future behavior is past behavior" is so important in the behavioral-based interview process.**
   - **Recognize why some questions cannot be legally asked in the interview process.**

4. Have participants answer the following questions individually:
   - **What is your name and in what department do you work?**
   - **What interviewing role do you take in your position?**

- **What is one thing you would like to learn from this session?**

The High Cost of Turnover Discussion

Time Required: 5 minutes

Materials Needed: The High Cost of Turnover Handout

Objective: To help emphasize the high cost of turnover to interviewers.

Trainer's Instructions:

1. Distribute the handout and base discussion around the following questions:
   - **What is meant by the phrase "Turnover costs money"?**
   - **What percentage of the salary of an exiting employee do you think it costs to replace him/her? (Roughly 35 percent—explain breakdown of the four areas on handout)**
     a. **Low Productivity/ Poor Customer Service Cost Prior to Leaving**
     b. **Costs Associated with Replacements**
     c. **Costs of Hiring a Replacement**
     d. **Associated Costs of Turnover**

2. Read or paraphrase the following remarks:
   Bad hiring decisions can also generate other costs, such as litigation, unemployment, compensation, etc. The point is, bad selection costs money. To decrease the costs of poor selection, all interviewers must be proficient in choosing the right people.

Who Wins When You Choose the Right Person? Exercise

Time Required: 15 minutes

Materials Needed: Flipchart

Objective: To emphasize that everyone wins when you choose the right person for a job.

Trainer's Instructions:

1. Ask participants who they think benefits when the right person is chosen for a job. Use a flipchart and write down participant's feedback. Possible answers may include:
   - The organization
   - Current employees
   - Managers
   - New employees
   - Customers

2. Next, divide the participants into equal-size groups. Assign one "topic" mentioned on the flipchart to each group. Have each group compile a list of ways their particular area benefits when the right person is chosen.

3. Allow three minutes for the groups to work through the exercise. When finished, each group should share its findings with the class.

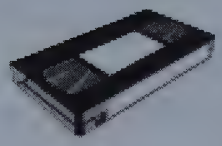
   Some possible responses include:

Organization	**New Employees**	**Managers**
Improved productivity	Job satisfaction	Less turnover
Fewer errors	Self-esteem	Training readiness
Eliminate discrimination	Rewarded for performance	Higher morale
Reduce personnel problems	Job stability	Higher productivity
Current Employees	**Customers**	
Qualified coworkers	Better service	
Improved productivity	Higher quality product	
More job stability	Consistency of representative	

4. Read or paraphrase the following:

   "Hiring decisions affect much more than just the manager and his/her department. It is critical that interviewers do a good job in the selection process so that the organization, new employees, current employees, and customers all benefit."

Trainer's Instructions:



Show Video and Review Questions

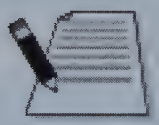
Time Required: 40 minutes

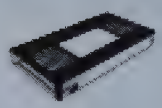
Materials Needed: Video—***More Than a Gut Feeling III***

Objective: To show video and discuss as a group.

1. View the video ***More Than a Gut Feeling III.*** Encourage participants to take notes as they view the video.
2. After viewing the video, discuss the following questions:
   - **Could you identify with the mistakes that Will had been making in his interview process?**
     Answers will vary.
   - **How did Ann distinguish between technical job skills and the performance skills needed for the job she was trying to fill?**
     Technical skills are task related. Performance skills are behavior related.
   - **How did Ann get behavioral examples from the woman who had no work experience?**
     By asking questions related to the woman's day-to-day experiences, and analyzing how those behaviors and skills would carry over to the position.
   - **Why did Ann and Will allow the interviewee to sometimes be silent during the interview?**
     To give the interviewee time to think of a specific example.
   - **Why was it important for both Ann and Will to seek contrary evidence in their interviews?**
     To determine whether their initial findings were correct.
   - **What was the most important idea you learned from the video?**
     Answers will vary.

Trainer's Instructions:





Gaining Behavioral Examples Discussion

Time Required: 10 minutes

Materials Needed: Gaining Behavioral Examples Handout, Video—***More Than a Gut Feeling III***

Objective: To reinforce key points in the video ***More Than a Gut Feeling III.***

The key to behavioral-based interviewing is gaining behavioral examples. Although ***More Than a Gut Feeling III*** explains how to solicit behavioral examples, you may want to spend additional time reviewing the key points in your session. Turn to the synopsis of the information presented in the video on gaining behavioral examples. Refer participants to their handout entitled Gaining Behavioral Examples. You may wish to have participants read this information individually or discuss it as a large group.

Optional Discussion: To reinforce your discussion regarding behavioral examples, rewind the video to the beginning of the last interview between Will and Ann. Have participants review this interview, and ask the following discussion questions:

1. How did Will gain behavioral examples?
   - **Asked open-ended questions and close-ended questions**
   - **Probed for contrary evidence**
   - **Asked for specific examples and allowed silence**
2. How did gaining behavioral examples enhance Ann's information?
   - **They created a balanced picture of Ann's capabilities, and her evaluation will be based on specific job-related information.**

Exercise from the Book *Interviewing: More Than a Gut Feeling*

Time Required: 15 minutes

Materials Needed: How-to Book ***Interviewing: More Than a Gut Feeling III***

Objective: To reinforce the development and process of probing questions when using behavioral interviewing

Trainer's Instructions:

1. Read or paraphrase the following:
   In the video, we saw a segment of a well-planned behavior-based interview conducted by professional. In order to successfully gather indicators of past behaviors, the interviewer must create probing questions that set the stage for the desired outcome. Let's take about 10 minutes to work through some behavioral interviewing questions from the book.
2. Ask participants to turn to page 31 of ***Interviewing: More Than a Gut Feeling.***
3. Have participants read pages 31 and 32 and complete the Take a Moment exercise found at the top of page 33.
4. After completing the exercise, have participants share various answers with the group and discuss the importance of proper wording of probing questions in order to get useful information.
5. Use the final five minutes of the exercise to allow the group to practice developing probing questions. Write the questions and answers on the flipchart and have the group provide the answers.
   Q: What are your strengths?
   A: I think I am a very hard-working person.
   Q: What things in your job give you a sense of accomplishment?
   A: I like working with customers to solve problems.
   Q: Describe for me your most recent group effort.
   A: Last month I served on a committee for our company party.

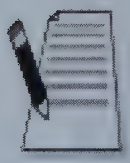
Open-Ended v. Closed-Ended Questions Exercise

Time Required: 10 minutes

Materials Needed: Open-Ended v. Closed-Ended Questions Worksheet

Objective: To enable participants to use open-ended questions during the interview process in order to gain behavioral examples.

Trainer's Instructions:



1. Distribute the Open-Ended v. Close-Ended Questions Worksheet.
2. Ask participants to take 5–8 minutes to complete the Open-Ended v. Closed-Ended Questions Worksheet on their own.
3. Once they've finished, work through the answers and have participants give examples of open-ended questions for the ones marked "C". Answers are given below.

Instructions: Identify each statement below with an "O" for an open-ended question or a "C" for a closed-ended question.

1.	C	What type of a computer have you used, if any?
2.	O	What did you do when your supervisor threw changes at you at the last minute?
3.	O	What did you do when you were passed over for the promotion in your area?
4.	C	When did you graduate from college?
5.	O	How did you learn to operate a computer?
6.	O	Why do you like engineering?
7.	C	How many years did it take to become proficient on a ten-key?
8.	C	Which do you find the most interesting—working in the office or out in the field?
9.	O	What did you like about your last position?
10.	C	What kind of boss do you like to work for: one who strictly controls you, or one who lets you do your own thing?

Preparing for the Interview: Designing Question

Time Required: 15 minutes

Materials Needed: Job Description for Participants, Common Interview Questions Handout

Objective: To prepare advanced questions in order to conduct a structured, legal interview.

Trainer's Instructions:

1. Ask participants why it is important to prepare for an interview. Discuss for a few minutes.
2. Have participants pair up. Hand out a description for a job they are familiar with and ask each individual to develop 10 behavior-based interview questions based on the description. Allow 10 minutes to complete the task.
3. Have each pair compare questions. Allow three minutes for discussing.
4. Ask the following questions of the entire group following the exercise:
   - **What were the differences between the questions you developed and those of your partner?**
   - **Was it difficult to develop the questions?**
   - **How do you develop behavior-based interview questions?**
   - **How have you changed the types of questions you ask?**
5. Conclude by handing out the sheet entitled *Common Interview Questions* to participants for their future use.

Interviewing and the Law Discussion

Time Required: 15 minutes

Materials Needed: Interviewing and the Law Handout, Overheads 3-5

Objective: To educate participants on the legal compliance required in the interviewing process.

Note: you may wish to invite a member of your Human Resources Department to participate in this discussion.

Trainer's Instructions:

1. Take the time to really know the content of the printed materials. Three overheads are provided to help with the material flow. If possible, have an expert teach the material. Share the information in an open format rather than reading verbatim. Add any other relevant material for your discussion.
2. Provide the Interviewing and the Law Handout prior to the discussion.
3. Read or paraphrase the following:

Is It Legal?

Many people who complete an interviewing course express serious concerns over the legality of their selection interviews. These concerns are legitimate and should be openly addressed. In fact, the vast majority of interviews create some opportunity for legal action because of:

- Lack of preparation.
- Little relationship between the interview questions and the job requirements.
- Failure to use a structured interview plan designed to get job-related information.

The Interview as Test

In addition, federal guidelines concerning the evaluation of selection instruments indicate that the interview is regarded as a test. Any lawsuits involving interviewing techniques will probably refer to guidelines regarding

standards for test validation *(Principles for the Validation and Use of Personnel Selection Procedures, Second Edition)*. That is, the interview, as far as the law is concerned, is not different from a test. In fact, an interview is viewed as a test and will be evaluated in a courtroom in the same manner that any test would be evaluated.

Reliability

Because the interview is a test it is important for it to have the positive qualities associated with a good test. The first of these characteristics is *reliability*. Interviews must generate consistent information for decision making even though different interviewers may be doing the interview. In this regard, research shows that to ensure a reliable interview, interviewers must use a structured process. Having a structured interview means that the interviewer should have a series of preplanned interview questions tied to specific job requirements. Then, the interviewer must gain meaningful information about the person's ability to do the job. Using a structured interview and gaining behavioral examples is quite different from relying on your gut feeling. In fact, reliance on your gut feelings will probably create an unreliable interview and could create legal problems.

Validity

When using the interview in selection, it is also necessary to consider *validity*. Validity means that the interview measures an applicant's skills for a specific job, or the interview generates information that will predict job performance. However, to date, it has been very difficult to establish good measures of validity of an interview, primarily because of the difficulty of doing research in this area. One can, however, make a case for the validity of an interview if that interview has the following characteristics:

- Is based on job analysis
- Contains questions that provide evidence about important job-related skills
- Systematically relates interview information to a specific job

Identifying Protected Classes

Note that laws regarding the employment interview deal primarily with protected classes, which include persons who can be identified by race, color, religion, sex, disability, or national origin. These laws also apply to persons between the ages of 40 and 70. Accordingly, one should be particularly careful to use reliable and valid selection processes when dealing with any individual who falls into a protected class. Persons who do not fall into protected classes have a much weaker legal basis for instituting legal action against an organization because of its employment process.

Both federal and state laws are constantly changing with regard to employee selection. In order to have a current legal perspective on your selection interviews, you should first contact your human resources or personnel department. The department should be in contact with an attorney who specializes in this area.

Relevant Court Cases

The courts have addressed these topics in many cases. In the case of *United States v. Hazelwood School District* (1976), the court indicated that the interviews did not use clear-cut job-analysis information or stated criteria for selection of a teacher.

In the case of *Weiner v. County of Oakland* (1967), the court decided that questions reflecting bias are unlawful. Consequently, one should avoid asking questions that reflect bias or cause sensitivity to persons because of race, religion, color, sex, physical disability, or national origin.

In addition, the case of *Harless v. Duck* (1977) showed that an interview could have an adverse impact on a person in a protected class and still be legal if the interview is characterized by questions that are related to on-the-job performance.

The Americans with Disabilities Act

On July 26, 1990, President Bush signed into law the Americans with Disabilities Act. This act is recognized by organizations across the U.S. as the most sweeping civil rights legislation since the Civil Rights Act of 1964. Organizations must comply with the legislation that became effective for employers with 25 or more employees on July 26, 1992, and became effective for employers with 15 or more on July 26, 1994. The intent of the Americans with Disabilities Act (ADA) is to prevent discrimination against qualified people with disabilities in employment, public services, transportation, public accommodations, and telecommunication services.

What the ADA means to organizations and their managers is that they can no longer screen out individuals with disabilities in the hiring process, nor can they discriminate in any area of employment, including compensation, promotions, benefits, or firing. Organizations will no longer be able to conduct preemployment medical screening, with the exception of drug screening, or make preemployment inquiries into the nature of an applicant's disability. Organizations must be aware of physical barriers in their work environment, as well as provide up-to-date, relevant job descriptions to their workers.

Trainer's Instructions:

Is It Legal to Ask . . .? Exercise

Time Required: 10 minutes

Materials Needed: Is It Legal to Ask . . .? Worksheet

Objective: To educate participants on what types of questions are and are not legal to ask during an interview.

1. Ask participants to look at the handout Is It Legal to Ask . . .? Allow 10 minutes for participants to fill out the sheet and follow up with discussion.
2. When participants have completed the handout, discuss the answers below.

Instructions: Place an "L" before the questions you feel you can legally ask in an interview, and an "I" before those you believe are illegal to ask in an interview.

1.	I	How old are you?
2.	I	This job requires that you work extra hours. Do you have children with whom this would cause a problem?
3.	L	If hired, can you provide proof that you are 18 years of age?
4.	I	Of what country are you a citizen?
5.	L	Are you prevented from becoming legally employed because of visa or immigration status?
6.	I	What is your marital status?
7.	I	Are you handicapped?
8.	L	Are you capable of performing the necessary assignments of this job in a safe manner?
9.	L	What languages do you read, speak, or write fluently?
10.	I	Have you ever been arrested?

Role-Play Exercise

Time Required: 30-35 minutes

Materials Needed: Copies of the Observer's Guide for all participants, job description from your company

Objective: To prepare, plan, and conduct an interview.

Trainer's Instructions:

1. Have participants number off, forming groups of three. Each group will have an interviewer, interviewee, and observer.
2. Explain that the purpose of the exercise is to conduct a mock interview in a controlled environment.
3. Hand out various job descriptions to each interviewer. Remind participants that they should use job descriptions to:
   - Become familiar with the job responsibilities.
   - Develop job-related questions.
4. Have the interviewers create and use behavior-based interview questions.
5. Give all participants a copy of the Observer's Guide. Explain the following:
   - Fill out as interview is in progress.
   - Provide feedback after the interview to the interviewer.
6. Have participants switch roles and complete the role plays until each individual has been allowed to practice.
7. Conclude the role playing by asking the following questions.
   - **As an interviewer, did you feel that using behavior-based interviewing questions is better than closed-ended questions?**
   - **Did you have enough time to prepare? How important is preparation?**
   - **Did you allow silence in your interviews? How did it feel?**

Session Debrief

Time Required: 10 minutes

Materials Needed: Common Interview Questions, Preemployment Questions Guide, Posttraining Survey, Session Evaluation

Objective: To provide feedback, information, and transferred knowledge to participants.

Trainer's Instructions:

1. Distribute the following handouts to participants for future reference:
   - **Common Interviewing Questions**
   - **Preemployment Questions Guide**
2. Distribute the Posttraining Survey and Session Evaluation to participants.

Posttraining Survey Trainer's Copy

Instructions: The questions below highlight the key interviewing points you've learned in this training session. Consider the questions and write your answers in the space provided.

1. Define behavioral example.
   Behavioral example is a description of a specific life-history event, which can be used to rate the presence or absence of a skill.

2. If an interviewee has a noticeable disability, such as a missing limb, is it legal to ask about it? Why or why not?
   No. You can explain the functions of the job and ask the candidate whether he/she would be able to perform them.

3. What preplanning should be done before the interview?
   In preparing for the interview, you should review the job description to make sure it is up-to-date and provides a clear understanding of the job.

Posttraining Survey Trainer's Copy, continued

You should also determine the skills required for the job and prepare a list of questions based on the job requirements.

4. When making your final decision, you should give special consideration to candidates who possess what qualities?
   Show loyalty to former employers, get to the interview on time, ask logical questions, appear to get along with coworkers, radiate enthusiasm, offer verifiable references, show proven capabilities to do the job, show actual achievements, communicate how they can help your company.

5. Is it essential to take notes in the interview? Why or why not?
   Yes. We cannot rely on our memory when comparing candidates. Notes on each interview are valuable tools in making the right selection.

6. **True or False**. If candidates get off the subject, you should allow them to continue because they could tell you something you may not have been able to solicit using your preplanned questions.
   False. Keep the candidate focused. You are the one controlling the interview, not the candidate.

7. **True or False**. If a candidate can't come up with a specific answer right away, skip the question so you don't make the candidate nervous.
   False. Allow for silence. Be patient—the candidate needs time to think of a response.

8. What is the best predictor of future behavior?
   Studies have shown that the best predictor of future behavior is past behavior.

9. What should questions asked in the interview be based upon?
   Any questions asked in an interview should be based upon the job in question.

Posttraining Survey Trainer's Copy, continued

10. Is the following question an open-ended or closed-ended question? "Can you drive a semitrailer?"
    Closed-ended.

11. **True or False.** You should allow silence in the interview when the candidate is thinking of an answer.
    True. It is important to allow silence in the interview when the candidate is thinking of an answer. By allowing the candidate time to think of an answer instead of cutting in, you are more likely to get a behavioral example for an answer.

12. (True or False) The Americans with Disabilities Act just affects hiring practices.
    False

13. What is validity?
    Validity means that the interview measures an applicant's skills for a specific job or the interview generates information that will predict job performance.

14. Is it legal to ask a job candidate where he or she was born if you detect an accent?
    No.

Follow-up Memo

The memo below is personalized and sent to each participant one to two weeks after your training session. By following up in this manner, your participants will have the opportunity to review and utilize what they learned in their work environment.

(Date one week following session)

To: (Participant's Name)

From: (Facilitator)

RE: ***More Than a Gut Feeling III*** Training Session

Relying on your instincts has probably guided you through many decisions. However, as we discovered last week during our training session, behavioral-based interviewing brings exceptional results. Our training session was designed to help ensure that we are hiring the most qualified individuals available for our job openings. If you incorporate the behavioral-based interviewing into your interview structure, you will see an immediate impact.

As you concluded the session, you were given several handouts for future reference including Common Interviewing Questions and a Preemployment Questions Guide referring to questions that can and can't be asked in the interview.

Enclosed is a Skills Checklist to be used to determine your strengths and weaknesses as an interviewer after you complete each interview. I urge you to use this tool.

I am very interested in your reactions to this interviewing process. Please contact me if certain areas cause you problems. I will arrange for you to view ***More Than a Gut Feeling III*** again or will personally sit down with you and work through your questions.

More Than a Gut Feeling III

Participant Materials

Pretraining Survey

Instructions: The questions below highlight key interviewing skills. Consider the questions and write your answers in the space provided.

1. What are three things you look for when reviewing resumes?

2. Why are job descriptions important?

3. What can you do at the beginning of your interview to put your candidate at ease?

4. **True or False.** If candidates get off the subject, you should allow them to continue because they could tell you something you may not have been able to solicit using your preplanned questions.

5. Should you take notes in the interview?

6. Is it legal to ask a job candidate when he or she was born if you detect an accent?

7. What is the best predictor of future behavior?

8. **True or False**. If an applicant cannot answer a question immediately, you should break the awkward silence by asking another question.

9. Define contrary evidence as it relates to interviewing.

10. Should you use open-ended or close-ended questions in the interview?

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The High Cost of Turnover

Many interviewers fail to understand the high cost of turnover. Below is a breakdown of turnover expenses. To decrease the costs of poor selection, all interviewers must be proficient in choosing the right people.

I. Low productivity/ poor customer service prior to leaving—10%

- Low productivity
- Low morale
- Poor service quality

II. Low productivity/ poor customer service while replacement learns job—10%

- Low productivity
- Below-average service quality
- Training time

III. Cost of hiring a replacement—5%

- Interview time
- Travel time
- Reference checking

IV. Associated costs—10%

- Low morale in department when job is being shuffled
- Abuse of equipment
- Frustration

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Gaining Behavioral Examples

Instructions: The key to behavior-based interviewing is gaining behavioral examples. Below is a synopsis of the information presented in the video ***More Than a Gut Feeling III.***

Behavioral Examples

Behavioral examples are statements by job candidates describing actual events that have happened in their lives. An interviewer can use past events to rate the presence of a job skill. During the interview, it is up to the interviewer to gain as many behavioral examples as possible to use in evaluating a candidate's ability to do a specific job. Also, please note that it is up to the interviewer to access the behavioral examples; most interviewees do not spontaneously refer to life-history events in the interview. Instead, a job applicant will typically give brief descriptions that can reflect how the interviewee sees him– or herself. Consequently, it is up to the interviewer to instruct the applicant how to give specific examples that relate to self-described characteristics by asking appropriate behavior-based interviewing questions.

Eye Contact

Typically, when an interviewee is thinking about a behavioral example, he or she will break eye contact with the interviewer and seem to drift away mentally from the interview itself while thinking of an answer. Then after the interviewee remembers a behavioral example, he or she will resume eye contact with the interviewer and begin to describe the picture in his or her mind.

Specific References

Most behavioral examples are characterized by specific reference to names, dates, times, numbers, and locations. For example, an interview response that would meet these criteria is detailed as follows:

Question: "What do you consider to be one of your strengths, and can you give me an example of why you feel this way?

Answer: "I feel my strength is that I'm a very determined, hardworking individual. For example, last October when I was with ABC Corporation, we were facing the most pressured, demanding time of the year when a flu epidemic struck the office. Well, out of seven people in the office, five were sick, leaving myself and one secretary to get all of the work done. For two weeks, I put in 12-hour days to meet all of our customers' needs. During that time, I had to make a service trip to Des Moines to deal with a $100 million account that was in jeopardy. When it was all over, my boss threw a surprise party in the office to congratulate me on my handling of the situation."

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No Behavioral Example

Sometimes the applicant will fail to give a behavioral example as a result of the interviewer's question. At this point the interviewer may have to probe further. By gaining behavioral examples, an interviewer can rate the relative presence or absence of specific skills that are important for the position.

Negative Behavior and Contrary Evidence

Sometimes a single behavior example will provide evidence of a negative behavior. For example, in the previous situation the interview might have said, "I lost my temper two times and became real impatient with some of the people who were sick and away from work." Then, the interviewer might have information providing some evidence that even though the interviewee was very committed to the task, he/she was not as capable in the area of coping. But be careful not to draw conclusions too soon.

Discuss this area further and try to gain contrary evidence. Always try to get a clear and balanced picture of each candidate.

As the interview progresses, it is important to gain as many behavioral examples as possible in order to provide information that can be used to rate the person's skills for the specific job in question. For example, in one study (Green, Wetzel, Somerville, 1983), researchers found that between eight and 21 behavioral examples could be obtained in a typical interview.

Help Interviewee Provide Behavioral Examples

The interviewer needs to help the interviewee give behavioral examples. In many cases the interviewee will have difficulty thinking of life-history events relating to specific questions. When this occurs, the interviewer should be encouraging and sympathetic. Because individuals may have difficulty recalling multiple events that relate to particular situations, trainers shouldn't weaken the rapport of the interview by being too demanding with any single question. At the same time, the interviewer needs to tolerate silence, smile, and be encouraging in order to "help" the interviewee remember as much as possible.

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Open-Ended Questions v. Closed-Ended Questions

Instructions: Identify each statement below with an "O" for an open-ended question or a "C" for a closed-ended question.

1. ___ What type of a computer have you used, if any?

2. ___ What did you do when your supervisor threw changes at you at the last minute?

3. ___ What did you do when you were passed over for the promotion in your area?

4. ___ When did you graduate from college?

5. ___ How did you learn to operate a computer?

6. ___ Why do you like engineering?

7. ___ How many years did it take to become proficient on a ten-key?

8. ___ Which do you find the most interesting—working in the office or out in the field?

9. ___ What did you like about your last position?

10. ___ What kind of boss do you like to work for: one who strictly controls you, or one who lets you do your own thing?

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Common Interview Questions

Typically, a wide variety of questions can be used to gain information about a candidate's job skills. Use these questions as guides to help you develop questions that target specific job-skill requirements.

1. Give an example of a time when you could not participate in a discussion or could not finish a task because you did not have enough information. How did you move forward?

2. Give an example of a time when you had to be relatively quick in coming to a decision.

3. Tell me about a time when you had to use your spoken communication skills in order to get a point across.

4. Give me an example of when you felt you were able to build motivation in your coworkers or subordinates.

5. Tell me about a specific occasion when you conformed to a policy even though you did not agree with it.

6. Give me an example of a time when you used your fact-finding skills to gain information needed to solve a problem; then tell me how you analyzed the information and came to a decision.

7. Give me an example of a time when you had to go above and beyond the call of duty in order to get a job done.

8. Describe the most significant written document, report, or presentation that you've completed.

9. Give me an example of an important goal you set and tell me about your progress in reaching that goal.

10. Give me an example of a time when you were able to communicate successfully with another person, even when that individual may not have personally liked you.

11. Describe the most creative work-related project you have completed.

12. Describe a time when you felt it was necessary to modify or change your actions in order to respond to the needs of another person.

13. What did you do in your last job to contribute to a teamwork environment? Be specific.

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Interviewing and the Law

There are many important legal guidelines to follow when preparing for an interview. Even the well-planned interview can be legally questioned. Consequently, each interviewer must attempt to conduct a reliable and valid interview, and to communicate effectively the skills required for the job. Follow these guidelines to protect yourself and your organization.

Opportunities for legal action in the interview:

- Lack of preparation
- Questions unrelated to the position
- Lack of structure

Is your interview valid?

- Is it based on a thorough job analysis?
- Do question probe for job-related skills?
- Is the interview information related to job requirements?

Avoiding asking questions about:

- Sex
- Race
- Color
- Religion
- National/Origin
- Disability
- Age

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Is it Legal to Ask . . .?

Instructions: Place an "L" before the questions you feel you can legally ask in an interview and an "I" before those you believe are illegal to ask in an interview.

1. ___ How old are you?

2. ___ This job requires that you work extra hours. Do you have children with whom this would cause a problem?

3. ___ If hired, can you provide proof that you are 18 years of age?

4. ___ Of what country are you a citizen?

5. ___ Are you prevented from becoming legally employed because of visa or immigration status?

6. ___ What is your marital status?

7. ___ Are you handicapped?

8. ___ Are you capable of performing the necessary assignments of this job in a safe manner?

9. ___ What languages do you read, speak, or write fluently?

10. ___ Have you ever been arrested?

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Observer's Guide

Instructions: As an observer, your role is to record your observations of the other participants during the role play. After the role play, you should be prepared to discuss your observations with the interviewer.

1. Was the interviewer prepared?

2. Did the interviewer have a list of questions prepared?

3. Were the interviewer's questions based upon the job in question?

4. Did the interviewer use rapport-building questions or comments to make the interviewee feel at ease?

5. Did the interviewer probe for behavioral examples?

6. Did the interviewer handle awkward moments of silence?

7. How did the interview handle awkward moments of silence?

8. In what areas could the interviewer improve?

9. List examples of good questions asked by the interviewer.

   a.

   b.

10. List any questions that may need to be rephrased.

    a.

    b.

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Skills Checklist

Instructions: Becoming a better interviewer is a continuing process. To help you continue improving, ask yourself the questions listed below after each interview. If you answer "no" to any of the questions, review that area so you can improve your skills prior to your next interview.

1. When did I allow silence?

2. How appropriate were the behavioral examples?

3. When did I seek contrary information?

4. How did I make the candidate feel comfortable?

5. How many open-ended questions did I use?

6. How effectively did I use the questions I prepared ahead of time and follow the structure I set for my interview?

7. Were my notes easy to refer back to after the interview?

8. Who did most of the talking?

9. How effectively did I probe areas where the candidate failed to fully answer my questions?

10. Did I seek contrary evidence to disprove my initial feelings about the candidate?

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Posttraining Survey

Instructions: The questions below highlight the key interviewing points you've learned in this training program. Consider the questions and write your answers in the space provided.

1. Define behavioral example.

2. If an interviewee has a noticeable disability, such as a missing limb, is it legal to ask about it? Why or why not?

3. What preplanning should be done before the interview?

4. When making your final decision, you should give special consideration to candidates who possess what qualities?

5. Is it essential to take notes in the interview? Why or why not?

6. **True or False.** If candidates get off the subject, you should allow them to continue because they could tell you something you may not have been able to solicit using your preplanned questions.

7. **True or False.** If a candidate can't come up with a specific answer right away, skip the question so you don't make the candidate nervous.

8. What is the best predictor of future behavior?

9. What should questions asked in the interview be based upon?

10. Is the following question an open-ended or closed-ended question? "Can you drive a semitrailer?"

11. **True or False.** You should allow silence in the interview when the candidate is thinking of an answer.

12. **True or False.** The Americans with Disabilities Act just affects hiring practices.

13. What is validity?

14. Is it legal to ask a job candidate where he or she was born if you detect an accent?

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Session Evaluation

Please circle the number that best describes your evaluation of the training session.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
This training program concentrates on how to effectively interview employees.	5	4	3	2	1
This training program helped me understand the importance of behavioral interviewing.	5	4	3	2	1
As a result of this program, I am more confident in **MY** ability to interview prospective candidates.	5	4	3	2	1
The objectives of the program were clearly presented.	5	4	3	2	1
Opportunities to ask questions and discuss issues were sufficient.	5	4	3	2	1
The session was well organized.	5	4	3	2	1

The best part of the program was: _____

_____

_____

This program could be improved by: _____

_____

_____

Additional comments: _____

_____

I would recommend this session to others (circle one). Yes No

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Notes:

More Than a Gut Feeling III

Overheads

Learning Objectives

Upon completion of the video training program, *More Than a Gut Feeling III*, you will be able to:

- Plan a logical, structured interview that includes preplanned interview questions.
- Recognize the importance of developing an interview plan based on thorough knowledge of the job.
- Understand that a behavioral example is a specific life-history event that can be used to determine the presence or absence of a skill.

Learning Objectives (continued)

- Use interviewing techniques that allow for interviewer control, such as:
  - **a.** Asking open-ended questions
  - **b.** Taking notes
  - **c.** Seeking contrary evidence
  - **d.** Using rapport-building questions
  - **e.** Allowing silence

- Explain why it is important to make selection decisions based on facts and information, not a gut feeling.
- Know why the concept "the best predictor of future behavior is past behavior" is so important in the behavioral-based interview process.
- Recognize why some questions cannot be legally asked in the interview process.

Interviewers create legal action because of:

- Lack of preparation
- Little relationship between the interview questions and the job requirements
- Failure to use a structured interview plan designed to get job-related information

Interview Validity

- Is based on a job analysis
- Contains questions that provide evidence about important job-related skills
- Systematically relates information to a specific job

Court Cases

- United States v. Hazelwood Schools (1976)
- Weiner v. Country of Oakland (1976)
- Harless v. Duck (1977)

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